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ABSTRACT

As part of a study to determine the feasibility of the Los Angeles Community College District (LACCD) contracting with foreign countries to provide technical education and training, structured interviews were conducted with community colleges currently participating in contract education for third world countries. Twelve colleges, including the nine schools in the Community College Cooperative for International Development, Inc., were contacted and asked to provide information about program development, positive and negative experiences, and program costs. Interview questions addressed four major areas: general information, student personnel service, instructional services, and administration. The interviews revealed that the range of experience with foreign countries varied greatly. For example, in metropolitan areas enrollment of foreign students could be over 1,000, while in isolated areas enrollments were rarely over 12 students. The benefits to the colleges included direct financial gains in terms of tuition, administrative expenditures, and expenditures in the community, and intangible benefits acquired through intellectual stimulation and the representation of diverse cultures on campus. Foreign students were primarily interested in vocational education programs. The study report includes recommendations for implementing contract education in general and specifically at the LACCD. Interview schedules and related materials are appended. (KL)

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ED214603

AN ASSESSMENT OF THE INVOLVEMENT OF THE LACCD IN CONTRACT EDUCATION FOR FOREIGN STUDENTS

Completed as a Part of The
Feasibility Study Directed Toward The
Improvement of Occupational/Technical Education
In The San Fernando Valley

Ms. Jeanne Hoeck
Principal Investigator

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Dr. Peter R. MacDougall
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Project Director

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Preface

On March 11, 1981 the Board of Trustees approved funds to conduct a feasibility study to improve occupational/technical education in the San Fernando Valley. In the preliminary work, to provide background information for the study, participation in contract education with foreign countries was considered as a possible function for a technical institute. This investigation to review current participation of community colleges and trends in contract education of foreign students was undertaken as a part of the overall feasibility study.

This aspect of the overall study has been prepared as a separate report; it can be considered on its own and the results will be part of the full study. It is intended that this report will assist the Los Angeles Community College District in deciding whether to expand efforts in this area and, if so, how such efforts should be coordinated.

Ms. Jeanne Hoeck
Principal Investigator

Dr. Peter R. MacDougall
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Project Director

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*These handbooks are available in the task force center.

PURPOSE OF THE STUDY

The task was to determine the feasibility of the Los Angeles Community College District contracting with foreign countries to provide technical education and occupational training for students from those countries. This study was part of an overall effort to determine how technical/vocational education could be improved in the San Fernando Valley. Originally, contracting with foreign countries was considered as a possible function for a proposed Technical Institute. As the study expanded, this function became an entity that deserved consideration irrespective of whether or not an Institute is recommended.

BACKGROUND FOR THE STUDY

Foreign students for the purpose of this study were to be defined as students studying under contracts developed between participating countries and community colleges or a community college district. However, in gathering information, this definition had to be revised since the number of contract foreign students on the campuses interviewed was quite limited. Thus, the institutional responses relate both to foreign students attending under a contract arrangement between their country and the college, and F-1 Visa students.

It was decided that a structured telephone interview with personnel at colleges participating in contract education for Third World countries would be an appropriate method of data collection. Questions were developed to cover four major areas of interest:

General Information

Student Personnel Services

Instructional Services

Administrative Services

The purpose of the interviews was to find out how other colleges developed contract education programs with foreign countries, to ascertain their experiences, both positive and negative, in offering these programs, and to determine costs associated with these programs. The scope of the information sought generally necessitated interviewing more thar one individual at each college. The questionnaire is provided in Appendix A.

COLLEGES SURVEYED

Nine colleges comprising the Community Colleges Cooperative for International Development, Inc., chosen to be interviewed because their organization deals primarily with Third World countries and has a goal of assisting developing countries by giving them technical assistance. (The colleges participating in the Cooperative are listed in the answer to questions 1 and 2. For an explanation of the Community College Cooperative for International Development, Inc., see Appendix B.)

Lansing Community College in Michigan and Los Angeles Trade Technical College were interviewed because of their independent status. The involvement of the 12th and last college, Navarro College in Texas, was important because it was

a member, but then withdrew from the Cooperative. The Navarro Board of Trustees was concerned with the College's involvement with foreign students. At one time, they had over 300 Iranian students; they now have about 48 foreign students.

DISTRICT COLLEGES INVOLVED

To a limited extent, colleges within the Los Angeles Community College District have already become involved in training foreign students under contract. Both Los Angeles Trade Technical College and Los Angeles Pierce College have or are exploring student programs. (See Appendix E for a more detailed explanation.)

SUMMARY

Recently, community colleges in the United States have formed coordinating organizations in order to contract with foreign countries to provide vocational, technical, and comprehensive education to students from those countries.

Historically, this movement began with the acceptance by the community colleges of individual foreign students on F-1 Visa programs. Colleges were limited only by those policies established by themselves and their districts.

The focus now appears to be on establishing organizations, consortiums, or networks that can, in their combined efforts, assist individual colleges in improving their services to foreign students. Instead of dealing with individual students, contracts are developed with foreign countries to cover all costs for groups of students participating in designated programs.

One example is the recently formed Pacific Northwest International/Intercultural Education Consortium. This group was formed in response to an inquiry from Surinam requesting training for their students in eight technical subject areas. South Seattle Community College could provide training in five of the eight subject areas; the other three subject areas were available at colleges in the Seattle area. Thus, a consortium consisting of twenty-three member institutions was formed (Change Magazine, May-June 1980. For a review of this consortium's organizational structure, see Appendix D.)

A study (April 1981), prepared for the Convention of the American Association of Community and Junior Colleges (AACJC), explores the future role of the Organization of American States (OAS) in its relationship with community college technical education and vocational training programs in the United States. Of particular interest to this study was the suggestion that a Community College unit be formed for the exchange of information and ideas with the OAS Department of Educational Affairs. At this time, we do not know if this suggestion has been implemented, but it substantiates the trend of mutual cooperation between community colleges and developing nations.

In 1976 the Community College Cooperative for International Development, Inc. was established to provide mid-level manpower training and technical assistance programs abroad or in the United States. The Cooperative was supported at each college by the President or Chancellor. Thus, institutional initiative and commitment was present for implementing these programs. Recently, the Cooperative signed a Bilateral Education Agreement with the Republic of Surinam. Specifically, the January 1980 agreement called for the training of 132 Surinamese in the United States at member colleges. The training, extending over a thirty-two month period began September 1980. Students are attending programs at Seattle, Pasadena, Kirkwood, Delaware Technical, Florida Junior College at Jacksonville, and Brevard. Presently, the Cooperative is seeking to develop educational agreements with the Republic of China, Dominican Republic, Jamaica, Nigeria, Gambia, Surinam, Saudi Arabia, Argentina, South Korea, Mexico, Kuwait, and Egypt.

The Community College Cooperative for International Development, Inc. appeared to be the organization that could provide the most information on contract international education. This information was felt to be potentially helpful

in assessing whether one of our colleges or a proposed Technical Institute could effectively enter into extensive contracting with foreign nations for the purpose of technical/vocational education. A questionnaire was developed and a telephone survey was conducted to retrieve this information. (See Appendix A for the survey instrument.)

It should be made clear at the outset that the direct experience of Cooperative member colleges with contract students is small, and the data based on direct experience with contract students is limited. The colleges surveyed had more extensive experience with F-1 Visa students. Because of the limited experience that colleges have with contract students, recommendations from these colleges are as much a result of opinions and impressions as they are of actual experience.

The interviews revealed that the range of experiences with foreign students on the campuses of the twelve colleges varied greatly. For instance, in metropolitan areas such as Seattle, enrollment of foreign students could be over 1,000. A college staff might consist of a Director, Staff Assistant, and additional support personnel. At one college, the staff was located in the Office of Minority Affairs and Intercultural Relations. By contrast, Waukesha, an isolated community college twenty miles from the Milwaukee area, rarely has more than a dozen foreign students. Thus, the workload is absorbed by the staff and there is no Foreign Student Advisor or International Department.

Prior experience in dealing with foreign students (i.e., participation in F-1 programs) has been extremely helpful in working with government contract students. There are differences: contract students require more assistance from staff in locating housing and making adjustments to American culture. They are unlike other foreign students (e.g., F-1 Visa students) who are usually sponsored and have people to whom they can turn for help.

Based on the experience of the Community College Cooperative for International Development, Inc. with contract students from Surinam, all of the participating colleges (seven) expressed the desire to continue with and to expand foreign student contract programs. Both Bunker Hill Community College and Waukesha Community College anticipate that contract students will benefit their schools and their community.

As a result of this experience with contract students, other projects have been originated. For example, Florida Junior College at Jacksonville is conducting a feasibility study to see if they should develop an English Language Institute. Bunker Hill College in Charlestown, Massachusetts, is considering developing a network to allow for the exchange of students and faculty with foreign countries. At Florence-Darlington Technical College in Florence, South Carolina, plans are underway to develop special classes to lessen the culture shock felt by foreign students.

The benefits to colleges that participated in contract programs with foreign students include the following:

- Direct financial benefit in terms of tuition, administrative expenditures, and expenditures in the community.

- o Intangible educational benefits acquired by having diverse cultures represented (e.g. faculty and students become aware of and sensitive to the values and perspectives of other cultures).

- o Increased intellectural stimulation.

- o Closer interaction with segments of the community because of these students.

Two colleges in the LACCD--L.A. Trade-Tech and L.A. Pierce--have had limited experiences in dealing with contract education programs. These colleges appear pleased with the present efforts and have discussed expansion. There are, however, problems in expanding: additional staff may be necessary, particularly specialized staff responsible for developing contracts, and following through on communications with foreign officials and business firms.

From discussions with personnel at Trade-Tech and Pierce Colleges, it appears that the income derived from contract foreign students in the LACCD is presently limited to the non-resident fee. This amount does not cover the costs of support needed for foreign students. Contracts with foreign countries should cover administrative and support costs in order to insure that these programs are self-supporting and cost effective.

Contracts must provide information and sufficient funds for:

- o Tuition

- o Administrative overhead
  - staffing
  - location for the staff (offices and necessary office equipment and supplies)
  - pre-entry information for the students such as climate, American culture, living quarters, local transportation time, mileage, etc.)
  - Visa problems
  - methods of payments to the college and the student

- o Application fees

- o Travel to sponsoring country if required.

- o Student stipends to cover costs for textbooks and supplies, transportation, housing, food, health insurance, etc.

- o Orientation costs if the student is expected to be on campus four to six weeks early.

- o Counseling fees

If funds for administrative expenses are not provided, colleges would find it

difficult to serve contract foreign students. A maximum number of students, approximately ten (10), can be absorbed by a college without adding special classes, staff, or facilities. Beyond that number, the staff would be in an untenable position if such a project were added to their normal workload unless a support contract was provided.

Recent texts on this subject area are effective in stating the needs of a foreign student:

> Probably the most important issue regarding international foreign students in American institutions is the difficulty that many have in adjusting to a new environment. The cultural shock that occurs can be extremely damaging to an international student's academic performance and emotional stability.[1]

> ...it is clear that students from one country differ in many respects from those from other countries. This is especially true when the particular countries are vastly different in terms of size, personal wealth, standards of living, educational systems, and so on. Indeed, it has been frequently argued that there is no such thing as "the foreign student." Students have to be considered in terms of various differences, especially geographic origin, and cannot be lumped together under a single category.[2]

Although the contracting of foreign students is a new experience to the colleges interviewed, eighty percent are pleased with their programs and will continue to pursue further program development.

[1] Edward W. Blankenship, International Students in Florida Community Colleges: Policies and Programs, Gainsville, 1981), p. 10.

[2] Kleneberg and Hull, At a Foreign University: An International Study of Adaptation and Coping, (Praeger, 1979 , p. 155.)

FINDINGS AND CONCLUSIONS

1. In order for a college to compete for foreign contract students, it must have a campus that is well equipped, and must have instructional facilities that will enable them to offer quality training programs. Representatives from foreign countries require verfication of the adequacy of facilities and programs.

2. Foreign students under contract support for study in the United States are primarily interested in Technical/Vocational curricula.

   The survey indicated that the foreign contract students are taking classes in:

Electrical Engineering Technician	Engineering Technology
Automotive and Diesel Mechanics	Printing
Building Construction	Business & Tourisn
Agriculture	Catering Arts
Data Processing	Water Resources
Agronomy	Chemical Technology
Civil Engineering	Architectural Drafting

   In addition, a report from the Organization of American States (OAS) reveals that the events of the 60's and 70's have made member countries realize that technical education and vocational training is important in the development of their economies.

3. Representatives from developing foreign nations believe that technical/vocational education will benefit them by providing the necessary link between an untrained worker and the mid-skill level professional. This mid-skill level worker is in the greatest demand. An example of how this need manifests itself follows:

   > The Republic of Surinam is an emerging country that obtained its independence from Holland in 1975. When the Dutch left, there were no trained workers to take over the management of the water systems for an area the size of the State of Georgia. The Government has recently taken steps to fill this need for trained vocational specialists and technicians by sending their people to the United States for training.

4. Offering vocation/technical assistance to Third World students will benefit out society.

   It gives us the opportunity to improve our image with foreign countries. As stated by Dr. Breuder, President of Williamsport Area Community College, the United States cannot expect to have friends in time of need when it does not reach out to them in times of peace. Countries of the world are becomming increasingly interdependent. It has been projected that by the year 2000, 90 percent of the world's population

will be in Third World countries. Our assistance to developing nations will be of mutual benefit.

5. Bringing foreign students to campuses in the United States will benefit the campus, the students, the faculty, and the community.

   In a Status Report to the Florida Junior College, District Board of Directors the college stated that their foreign students serve as important resource persons through cross-cultural interaction. They further said that there are no limits to the cultural and educational contributions that foreign students make through interpersonal contact with other FJC students, faculty, staff, and the local community. Foreign students affect the educational experiences of FJC students by exposing them to cultures other than their own.

   Examples of foreign student college and community involvement include: guest lecturing in public schools and college classrooms, participating in local church communities and campus ministries, and participating in local cultural events.

6. The Los Angeles Community College District (LACCD) would not necessarily gain extensively in terms of intangible benefits from foreign student contract programs.

   The full range of wealth, education, and ethnic backgrounds is represented in Los Angeles County. In addition, most campuses now have sizeable foreign student population developed through the F-1 programs. And intercultural interaction exists among the staff, faculty, students, and communities. On most campuses there are international clubs and ethnic clubs in which the members share their cultures through festive days or festive weeks.

7. The Los Angeles Community College District is in a position to offer Third World countries the education and training they need.

   With 219 disciplines and close to 5,000 individual courses, the District colleges have the capability of serving Third World students in the disciplines they need.

   Training Third World students will help to solve the problems caused by lack of technical teaching staffs in those countries. Thus, there is the benefit of providing a much needed international service.

RECOMMENDATION

The Los Angeles Community College District should participate in offering technical assistance to Third World and developing countries by contracting with those countries for the training of students in technical/vocational fields.

The recommendation for involvement of the LACCD in such efforts is based upon the following:

a. The Los Angeles Community College District is the largest district in the world and, as such, should continue to be in the forefront of community college advances. Contracting with developing nations to educate their students in occupational curricula would enlarge the service function of the community college and also enrich the learning atmosphere.

b. Foreign countries are now becoming aware of the important function of the community college. As a leader in the field, the Los Angeles Community Colleges could not only serve as a consultant to foreign nations but also serve as a model of how a college district benefits its communities.

c. As we steadily approach the development of a world-oriented economy and an interdependency among nations, one could conclude that the LACCD has a legitimate role in assisting emerging countries in their struggle for stability and control of their futures.

d. The programs experiencing the greatest growth in our community colleges are occupational programs. Developing countries have an increasing need for trained technicians to enable them to manage their own economies. This need, and the expansion of technical programs in our colleges dovetail to provide a compatible situation.

e. Entering into the contract education for foreign students would not take away from existing resources since the contract would include costs for administrative expenses, support services, and classrooms.

The recommendation that the LACCD expand its involvement in contracts education with devleoping nations is made because of our District's leadership role in community college education and the resultant ability to contribute needed expertise, the educational benefits to be gained by our students and staff, and the assumption that such programs will generate sufficient resources to meet all related costs.

Based on the information obtained through the survey, and the above recommendation, the following steps are suggested if program implementation is considered:

a. Determine whether administrative expenses can and should be added to tuition costs and included as part of the contract. (Recommendation: administrative expenses <u>be</u> included).

b. Decide whether the LACCD should become extensively involved (500 or

more students) in contract education of foreign students. (Recommendation: The LACCD should become so involved).

c. Decide whether the responsibility for development of contract foreign student programs should be decentralized within district colleges or centralized within the district office or with a college having the central coordinating group. (Recommendation: A central coordinating agency. Possibly the international Education Program, working with District and college staff, would be an approach.)

d. Make a commitment by designating the responsible person, college, or division and allocate adequate funds for the project to begin.

e. Determine countries with an interest in participating in educational programs.

f. Establish an advisory group consisting of foreign student advisors and others from the District colleges to provide information which could be used to develop a program resource booklet. The group would include:

- Foreign Student Advisors
- Vocational/Technical Education Faculty Members
- Admissions and Records Staff
- Campus Administrators

g. Determine advisory committee functions. These functions could include: (1) recommend standards of admission; (2) recommend testing procedures, testing materials, and qualifying scores; (3) VISA requirements; (4) identify support services needed on each campus; (5) methods of monitoring student progress and action to be taken; (6) recommend procedures to determine college interest in the programs, students to be accommodated, etc.

Suggested staffing if it is determined a District office should coordinate the program.

Administrator (Coordinator level)

Responsibilities could include:

a. Establish contracts with agencies that work with foreign countries. Some of these would be the State Department, Washington, D.C.; International Development Agency (IDA); Department of Education Affairs; Organization of American States (OAS); International Service Department; AACJC; League for Innovation; International Communications Agency; and others.

b. Establish program policies, goals, objectives, and budget.

c. Act as Liaison with the colleges.

d. Set up and be a part of a Program Advisory Committee for Foreign Students

e. Develop final college placements of students.

f. Attend conference, conventions, and workshops focusing on International students, thereby establishing a rapport with colleges and persons from foreign countries.

g. Visit foreign countries and make site presentations.

h. Cooperate with other consortia/cooperatives/groups and units in the exchange of information.

i. Develop agreements with four-year institutions to accept the foreign students for advanced or additional training if required.

j. Write proposals, develop contracts, obtain contract approval, and implement programs.

Counselor

Duties would include but not be limited to: Testing, monitoring student classwork, handling visa problems, planning individual student programs, arranging for tutors if required, requesting transcripts if appropriate, checking to be sure graduation requirements are completed, being responsible for the orientation of foreign students, insure that the students are either capable of entering regularly established classes or are programmed into appropriate classes.

Staff Advisor (Staff Assistant)

Duties would include but not be limited to: Find housing close to the college selected, maintain current addresses, advise on medical/dental/health problems, advise on financial problems, have assurance that there are sufficient financial resources for the student, act as liaison with the Business Office, monitor part-time job activity, substantiate and reinforce learning in orientation sessions.

Secretary (ICS)

Regular functions.

Intermediate Clerk Typist

Regular functions.

If the Technical Institute is developed and becomes a focus for high technology programs, it would be an excellent center for foreign student contract efforts. The primary need of foreign students is for high technology training and thus a technical institute or center serving to coordinate such programs would be logical and appropriate.

RESPONSES TO THE QUESTIONNAIRE

This section presents a consolidation of the individual responses to our questionnaire.

The first three questions provide the name of the college, its location, and the person responsible for the foreign student program.

GENERAL

1 and 2: Name of the college and location?

THE COOPERATIVE SCHOOLS

1. Seattle Community College District (Central)
   300 Elliot Avenue W
   P.O. Box C19105
   Seattle, Washington 98119

2. Pasadena City College
   1570 E. Colorado Boulevard
   Pasadena, California 91106

3. Kirkwood Community College
   P.O. Box 2068
   Cedar Rapids, Iowa 52406

4. Waukesha County Technical Institute
   800 Main Street
   Pewaukee, Wisconsin 53072

5. Bunker Hill Community College
   Rutherford Avenue
   Charlestown, Massachusetts 02129

6. Delaware Technical & Community College
   Box 897
   Dover, Delaware 19901

7. Florence-Darlington Technical College
   P.O. Drawer 8000
   Florence, South Carolina 29501

8. Florida Junior College at Jacksonville
   21 Church Street
   Jacksonville, Florida 32202

9. Brevard Community College
   1519 Clearlake Road
   Cocoa, Florida 32922

OTHERS

10. Navarro College
P.O. Box 2068
Corsicana, Texas 75110

11. Lansing Community College
419 North Capitol Avenue, Box 40010
Lansing, Michigan 48901

12. Los Angeles Trade-Technical College
400 West Washington Boulevard
Los Angeles, California 90015

3: Person(s) responsible for the program at your college?

1. Seattle Community College	Dr. John Casey, Chancellor Mr. Robert Terry, Vice Chancellor Mr. John Smith, Registrar
2. Pasadena City College	Dr. Richard Meyers, President Dr. Irving Lewis, Vice President, Student Services Mr. Wally Calvert, Foreign Student Advisor
3. Kirkwood Community College	Dr. Bill F. Stewart, President Sylvia Mays, Project Officer, International Education
4. Waukesha County Technical Institute	Dr. Richard T. Anderson, District Director Mr. Tom Millard, Development Officer
5. Bunker Hill Community College	Mr. Harold Shively, President Dr. Sheila B. Beyer, Assistant to the President Brenda Robinson-Kreiger, International Students
6. Delaware Technical & Community College	Dr. John R. Kotula, President Dr. Gwen Sanders, Dean, Student Personnel Services
7. Florence-Darlington Technical College	Caesar Gonzmart, Vice President for Development
8. Florida Junior College at Jacksonville	Dr. Roland Terrell, Director, Staff and Program Development Connie Hoffman, 'nternational Education Dr. Mary Alice Webb, Study Tours Amy Gray, Foreign Student Advisor

9.	Brevard Community College	Dr. Edward Fitchen, Dean, International Studies Francine King, Assistant to the Dean
10.	Navarro College	Dr. Kenneth P. Walker Mr. Coy Grace, Counselor, Foreign Students
11.	Lansing Community College	Dr. Philip Gannon, President Dr. Daniel Lafave, Director of Admissions
12.	Los Angeles Trade-Technical College	Dorothy Smith, Coordinator of Nigerian Manpower Project Marilyn Urmston, Assistant Dean of Instruction

RESOURCE

Williamsport Area Community College	Dr. Robert Breuder, President Executive Director, Community Colleges Cooperative for International Development, Inc.

4: How did you get involved in this program?

While most of the colleges began contracting with foreign countries for students through the Cooperative, other sources were from CETA, where the contract was expanded to include the Surinamese students; from U.S. Government agencies such as AID, SECID, ICA; and from the International Services Department of AACJC. In some instances, contacts were made by staff, faculty, and students traveling abroad on international credit programs and on exchange programs. Brevard College felt it was "shotgun" at first: knocking on doors and "cold-canvassing;" but Brevard had better results when they sent an organized task force to Nigeria; students came to attend classes.

5: What countries do your students come from?

Students come from a number of countries. For example, forty-four countries are represented at one campus and seventy at another. An example of the number of students from each country attending Seattle Community College is as follows:

	79/80	80/81		79/80	80/81
Afghanistan	1	1	Kuwait	1	1
Bahrain	1		Lebanon	2	4
Cameroon	2	2	Libya	1	2
Canada		1	Malaysia	1	3
Chile		1	Mexico	1	1
China, People's Republic of		1	Nicaragua	2	3
			Nigeria	15	14

	79/80	80/81		79/80	80/81
Colombia		1	Pacific Trust Territory	5	1
Cyprus		1			
Ecuador		1	Panama	1	1
El Salvador		1	Peru	1	
Ethiopia	1	6	Philippines	2	3
France	1	1	Poland	1	
Germany, Federal Republic		1	Qatar	8	4
			Saudi Arabia	24	35
Greece	1	1	Singapore	2	1
Hong Kong	10	7	Spain	1	1
India	1	1	Sweden		2
Indonesia	2	4	Taiwan	4	7
Iran	141	6	Thailand	2	4
Italy	1		Trinidad and Tobago		1
Jamaica	1	1	United Arab Emirates	7	8
Japan	70	93	Venezuela	3	14
Jordan	3	3	Zambia		1
Kenya	5	3	Zimbabwe	1	
Korea, Republic of	1				

6: How were these particular countries selected?

They were selected at random and through various sources including the Cooperative, from a College President's contacts, from requests from AACJC, the U.S. Department of State, and the League for Innovation, etc. The Ambassador from the Gambian Embassy in Washington, D.C. made initial contact for a program at one college. Although there is no one clear cut method for contracting with foreign countries, all colleges agree that a consortium, serving as an international network, improves the lines of communication between the colleges and the foreign countries. The Cooperative serves to share problems as well as to help solve them, and the Cooperative increases the ability of the colleges to serve Third World students.

7: Do you have any programs in foreign countries?

These colleges did not have programs in foreign countries which serve foreign nationals.

8: Who is the person in the Third World country responsible for making the educational decision?

In most countries, the Ministry of Education is responsible for decision making.

9: How was the contact developed?

The Cooperative is largely responsible for the contacts made with foreign countries. Presidents and Chancellors are not just personally involved, but very active and very much committed.

10: What are some of the benefits or positive factors which have resulted from college or campus participation in these programs?

Among the many benefits accrued to the colleges because of the foreign students programs are the following:

Intangible Benefits

a. A type of educational interaction which provides some basic understandings of our world cultures and which is difficult to duplicate without the presence of foreign nationals.

b. Intercultural exchange between students, faculty, and staff.

c. Broadening of horizons for our students.

d. Intellectual stimulation for faculty and staff as well as increased sensitivity to diversity.

e. Entry of foreign students into college programs has motivated the faculty to take a second look at their approach to teaching; i.e., teachers have had to break down concepts into more comprehensive units to insure understandings are resulting. Thus, in some cases, overall teaching has improved.

f. Civic organizations have hosted programs asking foreign students to serve as guest speakers.

g. One college considers itself an internationally organized college--developed intentionally to overcome the problem of little intercultural understanding.

Financial Benefits

a. Direct financial benefit. In some Districts, the State supports the programs through ADA, in addition to which a non-resident fee is charged.

11: What are some of the problems or negative experiences you have had?

Among the problems generated because of foreign student programs are the following:

Practical Problems

a. Housing tends to be more of a problem in rural areas than in the cities.

b. Students are generally unprepared for the cold weather at the northern colleges.

c. Basic travel, e.g., going to and from the campus, to stores, etc., is a problem. If cars are purchased, it often creates financial problems.

d. Working with foreign students requires more staff time than anticipated.

Intangible Problems

a. Overcoming negative feelings of American students on campus and, in some situations, the community.

b. Faculty has to adjust methods of teaching in some cases because of language problems, and this has caused some resentment.

12: Does it appear that this kind of a program is feasible?

With the exception of one college, whose budget problems and decreased funding from the State may cause them to withdraw, all others agreed (11) that these programs were feasible and desirable.

The administration at each college showed significant interest and supported these programs. Faculty acceptance ranged from not being aware of the program to being intrigued by it. On one campus, it took two to three years to enlist the support of the faculty.

Community acceptance appears to depend on whether the college is located in a city or rural area. Urban areas are generally more accepting of foreign nationals. One college has total community and industry support, while others have been rewarded by the community opening their homes and churches to these students. At two colleges, the communities sponsored an International Week. At other colleges, acceptance of foreign students has been limited. Teachers' Unions have been neutral in regard to the programs.

Boards of Trustees at most colleges have been fully supportive of the programs. Some colleges set limits of enrollments for foreign students as low as 18 to 24 students.

State Legislatures vary considerably. Some are for foreign student balance; others are against supporting foreign student enrollment and are setting limits. At one college, foreign student enrollment has been curtailed. Most colleges are able to document benefits of the program and, thus, support is obtained.

13: Has it been cost effective?

The contract programs are cost effective. In addition, these students spend money in the local communities.

14: Did you have any staff changes or additions to local staff as a result of participating in the programs?

Staff changes were experienced at three of the campuses. One campus developed an entirely new division. After starting with a Coordinator of International Studies with a part-time secretary, the Coordinator became a Division Dean with a staff of twelve and two full-time secretaries. The division also encompasses Foreign Languages and English as a Second Language programs. All agreed that someone on the staff or some office must be identified as responsible for the program. Without this recognition, the program does not function. The program takes on an identity and provides a place where the students can go for help.

15: In making arrangements with the sponsoring country, was it necessary for you to use an interpreter?

Interpreters are not really necessary in most of the countries visited since English is generally spoken.

16: Did someone accompany the students when they came to the United States to serve as a guide or liaison?

The students were essentially responsible for getting themselves to the colleges. They were, in one extreme case, "stuck on an airplane and dropped on the doorstep." The colleges did make arrangements to meet contract students when they arrived at the airport.

17: Did you find it necessary to set up a special organizational or cultural structure to support the students and the program?

Most colleges had prior or ongoing experience with foreign students or the responsibility was shared by the staff. Brevard Community College developed a mandatory class in Human Adjustment under the Psychology Department for all foreign students. Brevard also set up workshops on its campus for faculty and staff which made possible the transition to international education. At some colleges, staff people appear to be quite involved with the student's living environment. Examples of services provided by the staff to the students are such things as: help making arrangements for telephone service, utilities, and transportation; personal services such as: taking them to the grocery store, being a mail drop, and adding soccer to the curriculum.

18: What are the future plans of your college for involvement in international programs?

Almost without exception, the colleges plan to increase their participation in contract foreign student programs. They also want American students to become more aware of international affairs. They do feel that an international network allowing for reciprocal exchange of faculty and students could be helpful. The potential of "cross-cultural benefits" is seen as significant.

(NOTE: Two recent publications, College Students' Knowledge and Beliefs, A Survey of Global Understanding and The World in the Curriculum point out the lack of understanding of the international community and recommend action.)

STUDENT PERSONNEL SERVICES

19: Number of students?

The actual number of contract students is relatively small. This is a new program for most of the colleges surveyed. The students either were not yet on campus or were there in very limited numbers. One college has 33 Nigerian contract students and 10 other foreign students.

The total foreign student population in these colleges ranges from over 1,000 at Seattle Central Community College, to 10 at Bunker Hill, to only 4 at Florence-Darlington. The median number of foreign students at the colleges sampled is about 140.

20: Have you developed a student profile?

Florida Junior College is the only school that has completed a student profile; another is completing one. Staff members who work with the students at these colleges conclude that their general education is sound, they speak English well, and they come from lower-middle to middle class backgrounds. Ages range from early twenties to late thirties with most of the students at age 22. The contract students are 70% male and 30% female. There are thirty-eight (38) foreign students on student visas currently enrolled at Florida Junior College at Jacksonville.

The following tables indicate:

1. the number of students from each country represented;
2. programs of study in which foreign students are enrolled; and
3. their academic performance.

Florida Junior College at Jacksonville

FOREIGN STUDENTS BY COUNTRY

Country	Number of Students	Country	Number of Students
Argentina	1	Iraq	2
Canada	2	Japan	3
Colombia	1	Jordan	1
El Salvador	1	Nicaragua	1
Ghana	1	Nigeria	18
Grand Cayman	1	Trinidad	1
Haiti	1	Venezuela	2
Iran	1	West Germany	1

FJC PROGRAMS OF STUDY

Program	Number of Students
Associate in Arts	17
Data Processing	2
Technical Nursing	1
Hospitality Management	1
Architectural & Building Construction Technology	5
Printing/Graphic Arts	1
Electronic Engineering Technology	6
Mechanical Engineering Technology	5

GRADE POINT AVERAGE

	1978-79 Terms I-IV	1979-80 Terms I-IV	Fall '80 Term I	Winter '80 Term II (Current)
Graduating Foreign Students	2.64	2.63	2.85	2.73
Other Enrolled Students	2.58	2.60	2.58	Available at end of term

21: What is the time sequence for application, enrollment and program completion for the students?

All colleges like to have the student application six weeks to three months before the semester begins. However, as this does not always happen, the colleges are flexible and do accept them later. Some colleges want the students on campus three to five weeks before classes start in order to attend orientation and to get used to a new culture. One college had to cope with the students arriving a week after classes started. The students plan to stay on the campus for at least two years. Contract students have, in all cases, been obligated for that time period.

22: Does the school make any travel arrangements?

Colleges are not involved in arranging for transportation to and from the countries. Those details are handled by the host country, the Cooperative, or the sponsoring agency. If a student asks for help, the student is assisted within the limits of the colleges.

23: Do your foreign students need financial assistance?

Financial assistance is sometimes needed. This happens if the student buys a car or finds housing more expensive than planned. The colleges have helped where possible by hiring students as part-time student assistants. Foreign students may not work without a waiver, and this has caused problems.

24: In interacting with the local community, have your students had any cultural problems?

Few cultural problems surfaced in interaction with the community. In small and rural areas, differences are more apparent. Students learn to stay away from problem situations. In most locations, the students blend into the community.

25: Does the college offer any special services or classes in acculturation for foreign students?

Special services or classes in acculturation for the foreign student vary according to the college. A staff person may be assigned to the students to help them adjust to American culture. Students may be required to arrive early for testing, counseling (getting programs set), pre-registration for the fall, and to participate in a structured orientation. See Appendix G for a sample program from Pasadena City College.

26: Has a club, such as an International Club, evolved as a result of your foreign students?

International Clubs were already in existence on half of the campuses. The success of the club, as always, depends upon student leadership and staff support. The colleges generally have tried to discourage specialized ethnic clubs, but as members increase, students tend to form their own groups.

INSTRUCTIONAL SERVICES

27: What programs do you offer contract foreign students?

The only limitation for foreign students is the priority admission of regular students in high enrollment programs, e.g., Dental, Nursing, and Welding. This was mentioned as a policy at Seattle Community College. The emphasis is on vocational/technical education such as:

Computer Operations	Business and Commerce
Building Construction Trades	Data Processing
Electronic Engineering Technology	Police Science
Library Science	Nursing
Engineering	Electronics
Architectural Design	Accounting
Agronomy	Civil Engineering
Agriculture	Mechanical Technology
Printing and Graphic Arts	Air Conditioning
Electrical Engineering	Computer Programming

Distribution of enrollment by major for the 24 Nigerian contract students at Trade-Technical College is:

Printing	14	59%
Business and Tourism	3	12½%
Catering Arts	3	12½%
Water Resources	2	8%
Chemical Technology	1	4%
Architectural Drafting	1	4%

28: Any special publications?

Two colleges have developed Foreign Student Guides. See Appendices H and I.

29: Have you developed specialized course time periods for foreign students?

The only specialized course is the four- and five-week pre-school orientation course. Foreign students attend regular sessions on a semester basis, quarterly, or short/summer sessions. Lansing Community College conducts field trips to the East Coast or Mid-West for acculturation and is experimenting with seminars.

30: What is the English speaking capability of your students?

Students are able to speak English before they come to the college. Capabilities vary, but generally they speak adequately. At times, their understanding of the spoken word is uneven, but reading comprehension is excellent. One college experienced a serious problem when fourteen students came in under contract and only one had sufficient skills to take classes. The grammar of the students coming from India was excellent, but their composition was poor.

31: How do you determine the English competencies of the students?

English comprehension is judged by a variety of testing methods. Students certified by their countries are tested upon arrival at the college. Three colleges use the TOEFL with a cutoff score of 450, and one requires 485. Two colleges require a score of 500 or more. If the student scores below 500, only a successful personal interview with an admitting officer results in a waiver. Navarro Community College (dropped out of the Cooperative over a year ago) now requires 550 or better for admission to the college. Two schools have developed local tests. When the Comparative Guidance and Placement Test is used, applicants must place in the 40th percentile or higher to be considered for admission. These scores have been established because faculty are frustrated with the problems caused when students do not understand the language.

32: Has it been necessary for the college to establish special courses to assist foreign students in speaking English more effectively?

One college designed a speech course especially for foreign students. Nine colleges offer English as a Second Language (ESL). One college has all foreign students take ESL the first semester. If tutoring is necessary, a tutor is sought who does not speak the foreign student's native language.

33: Do foreign students attend the same classes as local students?

Without exception, foreign students attend classes along with regular students.

34 and 35: Are the faculty bilingual and do they teach in English or a foreign language?

Three colleges reported bilingual capability. One college has hired teachers who speak and teach in Spanish part of the time. Another college hired teachers who speak the same language as the students, but generally the faculty teach in English.

36: Are these courses or classes credit or non-credit?

ESL and remedial classes are non-credit on two campuses; ten allow credit toward the Associate Degree for some ESL classes. All other classes are for credit.

37: Do students earn a Certificate or Associate Degree?

Students are expected to earn an Associate Degree and 90 to 100% of them do. The foreign governments want the students to come back with a degree.

38: If not, what documentation do you give the student?

Most earn the degree, others have a Certificate (the average number of units for a Certificate of Completion is 30), and a transcript is always available.

ADMINISTRATIVE SERVICES

39: What are the costs to the student or government?

NOTE: Almost without exception, it was difficult to get dollar figures either because they did not know or they had no contract students.

All students are fully sponsored. The contract calls for provisions for textbooks and supplies, food, housing, and transportation costs, and for most, an 8% overhead or administrative charge. In addition, students get personal expense or pocket money. The highest figures obtained were:

Tuition	$736	per student, per quarter
Books, supplies, tools	225	start up, plus $50 a quarter
Food	240	a month
Furnished housing	140	a month (not enough)
Transportation	52	a month
Start up, one time charge	500	for each student
Administrative and counseling	500	
Counseling	200	a year, each student
Application fee	50	
Lab fees	25	

Out-of-state or non-resident fees range from $169 a quarter to $390 a quarter. In addition to tuition payments, some states also support these programs by paying ADA up to $2,100 for each student. It is recommended that Health Insurance be added to the overall cost to the student or to the government. Generally, the colleges felt that all new contracts would have an 8% Administrative or Overhead fee added to account for hidden costs that do not readily appear.

40: What is the method of payment to your college?

There is not a single clear method of payment common to the colleges. While the colleges prefer to have the money in advance, money is received in different ways:

a. The college bills the agency or sponsoring country after classes begin.

b. Money comes in at different intervals.

c. Sometimes the money comes in during the middle of the semester.

d. Money is received in a lump sum.

e. The college bills the agency shortly after registration.

f. The college receives a lump sum at the beginning of the year and deposits it in the Business Office for distribution.

g. Money is received most often in advance.

The student stipend was a problem at first for one college. Finally, they arranged for student money to be deposited in advance with the College Business Office and the problem was solved. Procedures for handling money need to be clearly stated as to the method of delivery, how much, and at what time intervals. Checks to students range around $400 to $500 a month.

41: Was the payment method spelled out in the contract?

Yes, for eleven of the colleges; all agreed it should be. While contracts came already completed, consultation will take place on future contracts.

42: Have you experienced any collection problems?

All colleges answered "no, collection problems did not materialize." Timeliness of payment varies and Accounting Departments must be on the alert to follow up on payments. With programs of this nature, there are occasional problems.

43: What special facilities were needed on the campus for these students?

Very few, if any, were required. One school took advantage of a situation where a building became vacant and obtained it for program purposes. It now houses the new Division of Languages and International Students. There were minor equipment needs, but they developed gradually and could be absorbed in the regular school budget. Some of the colleges assisted students in locating housing, but they were not set up for this service. Housing has been and probably will continue to be a major problem.

44: Review of benefits and liabilities of campus programs?

All of the colleges want to continue to explore, build, or expand these programs. Rural or isolated colleges benefit greatly from the exposure to foreign cultures, and the foreign students become resource people for the community. When these foreign students are invited to visit elementary schools, the students are greatly stimulated to learn a new language and culture. Learning becomes an exciting cross-cultural experience. One college feels that Third World countries are looking to us. These programs should improve our image to the ultimate good of the nation.

These programs require time for dealing with administrative requirements and providing appropriate support services to students. If staff are not provided to meet these program demands, problems will result.

APPENDIX A

QUESTIONNAIRE

The purpose of this questionnaire is to obtain information from schools participating in education programs for students from Third World countries. The assumption is that these schools and colleges bring the students to their own campuses.

Another factor in this study might be the programs offered to their own student population in studying abroad or in foreign countries.

APPENDIX A

QUESTIONNAIRE — PARTICIPATING COLLEGES - GENERAL

1. Name of College: _____

_____

2. Location: _____

3. Person(s) responsible for the program at your college:

Name	Title
_____	_____
_____	_____
_____	_____

4. How did you get involved in this program?

   a. U. S. Government_____ b. Private organization_____

   c. World wide organization such as Community Colleges for International Development, Inc. or Western College Association.

   _____

   d. Through foreign travel programs on your campus_____

5. What countries do your students come from_____

   _____

6. How were these particular countries selected_____

   _____

7. Do you have any programs in foreign countries_____

   _____

8. Who is the person in that country responsible for making the educational decision?

   _____

9. How was the contact developed_____

   _____

10. What are some of the benefits or positive factors which have resulted to the college or campus by participating in these programs?

    _____

    _____

11. What are some of the problems or negative experiences you have had?

_____

_____

12. Does it appear that this kind of a program is feasible_____

    a. Is it accepted by the Administration_____, Faculty_____,

    Community_____, Union, if any,_____.

13. Has it been cost effective?_____

_____

14. Did you have any staff changes or additions to local staff as a result of participating in these programs.

_____

_____

15. In making arrangements with the sending country, was it necessary for you to use an interpretor?

_____

16. Did someone accompany the students to serve as a guide or liaison?

_____

17. Did you find it necessary to set up a special organizational or cultural structure to support the students and the program?

_____

18. What are the future plans of your college for involvement in international programs?

    Increase_____

    Decrease_____

    Why_____

19. Number of students:

Total_____ By course/program_____

_____

20. Have you developed a student profile? Items that would be of interest are:

Age_____ Sex_____ Transfer_____

Income_____ Country_____ Language Spoken_____

General Education_____ Other_____

21. What is the time sequence of events for the student?

a. Timeline regarding application procedures. For example, how far in advance of anticipated semester of study is it necessary for the application to be received.

_____

b. How many weeks ahead of the planned class meeting does the student arrive?

_____

c. On the average, how many weeks or months does the student stay on your campus?

_____

d. Is the college involved in scheduling the return of the student to his own country?

_____

If so, what involvement is required?_____

_____

If not, have there been problems in this area?_____

_____

22. Does the school make any travel arrangements?_____

a. If so, through an agency?_____

b. If not, has student travel been a problem? (Explain)_____

_____

_____

23. Do your foreign students need financial assistance?_____

Part-time employment_____, Foreign country support_____,

Family support_____, U. S. Government support_____,

Other_____

24. In interacting with the local community, have your students had any cultural problems?

Explain_____

_____

25. Does the college offer any special services or classes in acculturation for the foreign student?

_____

_____

26. Has a Club, such as an International Club, evolved as a result of your foreign students?

Yes_____ No_____ Already in existence_____

APPENDIX A

QUESTIONNAIRE INSTRUCTION

27. What contract programs do you offer for your foreign students:

F-1 programs_____

3rd World/Contract_____

28. Would it be possible for you to send me a copy of your latest catalog?

_____

29. In addition to your traditional scheduling of courses, have you developed specialized course time periods for foreign students? If so, what are such arrangements?

Traditional_____

Other_____

8 weeks_____, 10 weeks_____, 12 weeks_____,

Seminars_____, Weekends_____, Summer Session_____.

30. What is the English speaking capability of your students?

Excellent_____, Good_____, Fair_____, Poor_____, None_____.

31. How do you judge or determine the compentcy of the student to speak English? (Is the TOEFL required? If so, what is the cut off score?)

_____

_____

32. Has it been necessary for the college to establish special courses to assist foreign students in speaking English more effectively?

_____

Learned in own country_____

ESL or other programs on campus_____

_____

33. Do foreign students attend the same classes as local students?_____

34. Are the faculty responsible for teaching these classes bilingual?_____

35. Does the faculty teach in English or a foreign language?_____

_____

36. Are these courses or classes credit or non-credit?_____

_____

_____

37. Do students earn a Certificate or Associate Degree?_____

What percentage_____

38. If not, what documentation do you give the student or the country to show that they have completed the classes or program?

_____

_____

APPENDIX A

QUESTIONNAIRE ADMINISTRATIVE SERVICES

39. What are the costs to the student or government?

Tuition costs_____

Textbooks_____

Food and/or housing_____

Computer time, if any_____

Transportation_____

40. What is the method of payment to your college?

Lump sum_____, intervals_____, how_____,

_____.

41. Was payment method spelled out in the contract?_____

_____

42. Have you experienced any collection problems?_____

_____

43. What special facilities were needed on the campus for these students?

Extra classrooms_____, special building_____,

housing_____, equipment_____,

Other_____.

INTERVIEWER:

If possible, review the two questions relating to benefits and negative experiences of the program.

_____

_____

_____

_____

APPENDIX B

THE COMMUNITY COLLEGES COOPERATIVE FOR INTERNATIONAL DEVELOPMENT, INC.

This group, which was formed in 1976, is a marketing consortium actively pursuing education contracts with foreign countries. The Cooperative leadership is under Dr. Robert L. Breuder, who serves as Executive Director, and Dr. Maxwell C. King, President of Brevard Community College. The Cooperative is further supported by the senior or chief executives at each campus.

The modus operandi of the Cooperative has been to form a task force of top executives and to make site visits and presentations in the selected country or countries. They also work through U.S. Government agencies in Washington, D.C. and through the AACJC.

The by-laws of the Cooperative state that ten colleges shall be the Cooperative. There are currently nine colleges with the tenth to be admitted in June. This will probably be Willimsport Community College as Dr. Breuder has recently been appointed President of that college.

The goals of the Cooperative are to help small countries or emerging countries to further develop their capabilities to provide vocational and technical education. The primary aim is to provide mid-level manpower training and technical assistance in vocational and technical education to developing countries world wide. In addition to training, students receive teacher training which will procude a multiplier effect as these students return to their country as teachers. The foreign country is thus able to train the manpower it needs to meet existing challenges as well as those of the future.

Community colleges are recognized for their leadership role in this important area of American postsecondary education. Community colleges train the nation's workforce in areas vital to national security and future development. The importance of providing such training was pointed out in a report by Dr. Breuder to members of the Cooperative. He stated that economic development and social reform in developing countries will result only if serious efforts are made to expand education program offerings in vocational and technical occupations. The failure to train technicians and vocational specialists has resulted in companies like Suralco, a subsidiary of Alcoa in Surinam, being forced to provide pre- and in-service training for their employees. Corporations have not been able to begin new operations or expand existing ones because of political instability, and because the reservoir of trained manpower has not existed.

Occording to Dr. Breuder, without outside assistance, the likihood for growth in vocational/technical education is poor at best. Specific areas of training identified as ever present and increasing are Electrical Engineering Technology, Automotive and Diesel Mechanics, Building Construction, and Agriculture.

The Cooperative has given initial attention to the above disciplines and has added Electronic Engineering Technology and Mechanical Engineering.

The Cooperative is studying and assessing the concepts of playing a more

significant role in the future of emerging nations as they pursue agreements with such countries as the Republic of China, Dominican Republic, Jamaica, Nigeria, Gambia, Surinam, Saudi Arabia, Argentina, South Korea, Mexico, Kuwait, and Egypt.

APPENDIX C

* 1 – SEATTLE COMMUNITY COLLEGE DISTRICT
Seattle, Washington

* 2 – PASADENA CITY COLLEGE
Pasadena, California

* 3 – KIRKWOOD COMMUNITY COLLEGE
Cedar Rapids, Iowa

* 4 – WAUKESHA COUNTY TECHNICAL INSTITUTE
Pewaukee, Wisconsin

* 5 – BUNKER HILL COMMUNITY COLLEGE
Charlestown, Massachusetts

* 6 – DELAWARE TECHNICAL & COMMUNITY COLLEGE
Dover, Delaware

* 7 – FLORENCE-DARLINGTON TECHNICAL COLLEGE
Florence, South Carolina

* 8 – FLORIDA JUNIOR COLLEGE at JACKSONVILLE
Jacksonville, Florida

* 9 – BREVARD COMMUNITY COLLEGE
Cocoa, Florida

For more information regarding the Community Colleges for International Development, Inc. please contact:

Dr. Robert L. Breuder
Executive Director
c/o Brevard Community College
1519 Clearlake Road
Cocoa, Florida 32922 (USA)
(305) 636-6621

APPENDIX D

REVIEW OF THE ORGANIZATIONAL STRUCTURE, PACIFIC NORTHWEST INTERNATIONAL/INTERCULTURAL EDUCATION CONSORTIUM

The focus is on both international and intercultural education. The Consortium is unusual in that the membership is diverse, made up primarily of community colleges and community college districts, 16 of them in all. But there are also several four-year institutions, both public (Oregon State University, Eastern Oregon State College) and private (Pacific Lutheran University, Seattle Pacific University). And again, unlike many academic consortia, this one includes a few nonacademic members: community organizations with interest in international education such as the American Cultural Exchange, and the Seattle-based World Affairs Council.

The need for such a consortium goes beyond the placing of students from Surinam at the colleges. It has already shown considerable promise as a means for colleges, universities, and community organizations to assist one another in bringing global perspectives to their curricula, in expanding their overseas programs, in improving their services to foreign students, and in nurturing international awareness in their communities.

APPENDIX E

DISTRICT COLLEGES INVOLVED IN TRAINING FOREIGN STUDENTS UNDER CONTRACT

1. Los Angeles Pierce College

   The League for Innovation developed a contract with Mexico through MUSTT (Mexico United States Technical Transfer). As the District is a member of the League, Mr. Lee Ross of Pierce was asked to go to Mexico City as a representative to recruit students under this contract. There were some problems due to lack of direction and communcation. The project started a year ago and certain other colleges were assigned to do the initial organizing and setting up of the recruiting meeting. This was not handled well for a variety of reasons, and the project has stalled. Interviews with students were conducted, but the list of students has yet to be finalized. Although the total number of students under contract through the League for Innovation from Mexico is purported to be 185, Pierce will only receive seven or eight students. If the contract goes through, it will be handled by the League for Innovation and the monetary benefit to Pierce will be only the non-resident fee.

   Pierce also has two students under contract from Venezuela. This contract was made through Fundacion Gran Mariscalde Ayacucho in San Francisco.

2. Los Angeles Trade-Technical College

   Trade-Tech has 24 students under contract for Nigeria. The College receives the non-resident fee of $93.00 a unit. The students receive $450.00 a month, plus all tuition, books, and fees from the Nigerian Government.

   The College states that the students have benefited from their education and are excellent students. Overall they have received excellent grades and have met their stated educational objectives. This success is partly due to the screening and testing that took place in Nigeria. Once the students arrived, they were ready to begin their education.

3. Other District Colleges

   Inquiries from foreign countries asking for information and assistance are received in Counseling Offices on a regular basis. These inquiries are not limited to foreign governments but also come from business firms in the countries asking to send their employees to the United States to learn, for example, how to do printing and graphics.

APPENDIX F

PASADENA CITY COLLEGE
SUMMER SESSION PROGRAM FOR NEW FOREIGN STUDENTS
SCHEDULE FOR WEEK OF JULY 28 - AUGUST 1

Monday, July 28

8:00 a.m.	Greetings and Introduction - Mr. Calvert
	Fill Out Admission Applications
9:00 a.m.	English Placement Test - Dr. Risser, Dr. Tulley
10:00 a.m.	Mathemtics Placement Test - Dr. Risser, Dr. Tulley
11:00 a.m.	Essay Test - Mr. Calvert

Tuesday, July 29

8:00 a.m.	The Community College in California - Dr. Lewis, Vice President, Student Personnel Services Meet Dr. Richard Meyers, College President; Dr. Stanley Gunstream, Vice President, Instruction; Dr. Bonnie James, Vice President, Business Services
9:00 a.m.	Mathematics Test - Dr. Riser, Dr. Tulley
10:00 a.m.	Program Planning - The College Catalog - Dean Moore
11:00 a.m.	Enroll for Summer Session Program
Afternoon	Mathematics Tests

Wednesday, July 30

8:00 a.m.	Reading Test - ESL Staff
9:00 a.m.	Listening Test - ESL Staff
10:00 a.m.	Community Services - Mrs. Mothershead
11:00 a.m.	College and I.N.S. Regulations - Mr. Clavert
Afternoon	Mathematics and Other Tests

Thursday, July 31

8:00 a.m.	Program Planning: A.A. Requirements, Major Requirements, Transfer Requirements; Course Numbering System, etc., - Lisa Sugimoto
9:00 a.m. - 11:00 a.m.	Meet with Counselors by Major Field
11:00 a.m.	Film - "The Alphabet, Mark of Man"

Friday, August 1

8:00 a.m.	Assign to English Class
9:00 a.m. - 11:00 a.m.	Meet with English Teachers
11:00 a.m.	Receive I-20 and Fill Out I-538 (Students transferring to PCC only)
12 noon	Barbecue Party

APPENDIX F

ORIENTATION PROGRAM FOR NEW FOREIGN STUDENTS

December 15 - 19

Monday, December 15 (Required)

1:00 Greetings and Introduction - Mr. Calvert, Foreign Student Advisor
Welcome - Dr. Richard Meyers, President
Fill out Admission applications - Mrs. Day, Admissions and Records

1:30 English Placement Test - Dr. Tulley; Dr. Risser, Psychological Services

2:45 CTBS Math Test - Dr. Tulley, Dr. Risser

3:45 Essay Test - Mr. Calvert

Tuesday, December 16 (Required)

1:00 Foreign Student Handbook - Mr. Clavert
The College Catalog, How to use it: Dr. Irvin Lewis, Vice President Student Personnel Services

2:00 Program Planning - Mrs. Ernestine Moore, Dean of Counseling and Ms. Sugimoto, Counseling

3:00 Second Math Test for Selected Students

Wednesday, December 17 (Required)

1:00 Community Services - Mrs. Mathershead, Director, Community Liaison

1:45 I-20's issued - Mrs. Porter, Foreign Student Office and Mrs. Duignan, Foreign Student Admissions

2:00 GROUP A - Math and Science tests for selected students
GROUP B - Putting your program on paper - Ms. Sugimoto

3:30 GROUP A - Putting your program on paper - Ms. Sugimoto

Thursday, December 18

All Day - Mr. Clavert and Mrs. Porter will be available for conferences. C-121A

Friday, December 19

Counseling appointments and programming

All Day - Mrs. Mothershead will be available for conferences. C-221

PASSPORTS, VISAS AND ARRIVAL IN THE UNITED STATES

Your letter of acceptance to the College will be accompanied by an authorization for a visa to study at Florida Junior College, usually the Form 1-20. Before departing for the United States, you should present these to the nearest U.S. Consul. You should request an unlimited-entry and not a single-entry visa, since you may wish to visit non-U.S. countries in the nearby Caribbean islands during your stay in the United States.

Upon arriving at the College, the student should call the Application Supervisor at 354-7185. Do not come to the Florida Junior College with a B-2 (tourist) visa.

EMPLOYMENT

According to the regulations of the United States Immigration and Naturalization Service, those who enter the country with "F" student visas may not accept part-time work unless they can prove to the U.S. government's satisfaction that work is required because of unexpected conditions which have arisen after their arrival. F-2 dependents are not permitted to be employed under any circumstances. You should not expect to work to meet educational expenses.

HOUSING

Students are advised that the College does not maintain housing facilities for students. It is the responsibility of the student to arrange for housing once the applicant is accepted by the College. The College maintains no list of approved housing and can make no recommendations concerning housing.

PROGRAMS OF STUDY

ASSOCIATE IN ARTS DEGREE

General College

ASSOCIATE IN SCIENCE DEGREE

Accounting
Air Traffic Management
Arch & Bldg Const Tech
Banking
Child Care Services
Civil Engineering Tech
Crim Jus Ed Corrections
Crim Jus Ed Law Enforc
Data Processing
*Dental Hygiene
Drafting & Design Tech
Electronic Eng Tech
Emergency Medical Tech
Fashion Merchandising
Fire Science & Prevent
Food Service Tech
General Business
Hospitality Management
Interior Design Tech
Insurance
Legal Assisting
Mechanical Eng Tech
*Medical Lab Tech
Postal Service Mgmnt
Printing/Graphic Arts
*Radiologic Technology
Real Estate
*Respiratory Therapy
Sales-Market-Retail
Secretarial Science
*Technical Nursing
Transportation
X-Ray Engineering Tech

ASSOCIATE IN APPLIED SCIENCE DEGREE

Air Conditioning Tech
Auto Body/Fndr Repair
Auto Mach Shop Tech
Auto Mech Tech
Brick/Blocklaying Tech
Carpentry Tech
Construc Elec Tech
Indust Electronics Tech
Indust Mach Tech
Major Appliance Tech
Marine Elec Tech
Plumb/Pipefiting Tech
Sheet Metal Tech
Small Gas Engine Tech
Truck/Diesel Mechs Tech
Welding Technology

*Limited Enrollment. Student should contact Program Director.

CERTIFICATE PROGRAMS

Air Conditioning Tech
Architect & Bldg Cnst
Auto Body/Fndr Repair
Auto Mach Shop Tech
Auto Mechanics Tech
Brick/Blocklaying Tech
Carpentry Technology
Child Care Services
Civil Engineering
Clerical Services
Computer Operations
Computer Programming
Construction Elec Tech
Crim Jus Ed Law Enforc
Dental Assisting
Drafting
Electronics
Fire Science & Prevent
Food Service Tech
Indus Electronic Tech
Indus Mach Technology
Major Appliance Tech
Marine Electricity Tech
Mechanical Engineering
Outboard Motors
Plumb/Pipefitting Tech
Postal Service Mgmt
Res Child Care Serv
Sheet Metal Tech
Sml Gas Engine Tech
Stenography
Truck/Diesel Mech Tech
Welding Technology

Florida Junior College is an Equal Opportunity/Affirmative Action College in Education and Employment.

APPENDIX G

INFORMATION

FOR

INTERNATIONAL APPLICANTS

District Student Records & Admissions Office
Florida Junior College at Jacksonville
210 North Main Street
Jacksonville, Fl 32202

SRAO 8/80

INFORMATION

FOR

INTERNATIONAL APPLICANTS

A MESSAGE OF GREETING

Florida Junior College welcomes students from other countries. We are glad to know of your interest in us.

In the following pages you will find information about the College in general and about the correct procedures for submitting an application for admission. Please follow carefully both the instructions in this booklet and on the admissions application form.

THE COLLEGE AND ITS ENVIRONS

Florida Junior College at Jacksonville is located in Northeast Florida and serves an international seaport city of over a half-million people. Florida Junior College is a two-year, multi-campus, publicly supported community college established in 1966. It is a comprehensive, community-based institution.

At Florida Junior College, international students may enroll in the Associate in Arts (A.A.) degree program designed to transfer to senior institutions for a four-year degree, one of the Associate in Science (A.S.) degree programs, one of the Associate in Applied Science (A.A.S.) degree programs, or a certificate program.

Located in the Greater Jacksonville area are the University of North Florida, Jacksonville University, Jones College and Edward Waters College. At these institutions, students are able to complete their course work for their baccaluareate degree.

APPLICATION TIMELINE

The College receives a large number of applications from international students. For this reason, and because of the time you will need to make visa and financial arrangements, deadlines have been recommended after which time may prevent applications requiring international credentials being processed. The following schedule should be noted:

Desired Date of Matriculation	Application should be received by this date
Term I Fall - August	May 31
Term II Winter - January	September 30
Term III Spring - May	February 28
Term IV Summer - June	March 31

ADMISSIONS REQUIREMENTS FOR THE INTERNATIONAL APPLICANT

The following must be submitted by international students seeking admission to Florida Junior College.

1. Application for Admission form completely and accurately filled out.
2. Proper transcripts (or certificates) of all academic records or examination results for each year of study from the first year of secondary school. All documents must be accompanied by certified English translations.
3. Financial Statement completely and accurately filled out. This document will remain strictly confidential.
4. Scores on Test of English as a Foreign Language (TOEFL). If your native language is not English, TOEFL scores must be submitted. Applicants may obtain TOEFL information by writing: TOEFL, Box 899, Princeton, New Jersey, USA 08540.

Send all applications and credentials to District Student Records & Admissions Office, Florida Junior College, 210 North Main Street, Jacksonville, Florida 32202. Transcripts and documents submitted to Florida Junior College become the property of the College and cannot be returned or forwarded elsewhere. Credentials of applicants who do not enroll will be destroyed.

It is important to remember that consideration of your application for admission cannot be given until ALL required credentials are received by the District Student Records & Admissions Office.

When a student is admitted to Florida Junior College, an official acceptance letter is sent to the student by the District Student Records & Admissions Office. Admission is for the SPECIFIC SEMESTER only. If the student is unable to come for that term, the student should inform the District Student Records & Admissions Office immediately. No student is admitted to Florida Junior College until the student has received an official letter of admission from the District Student Records & Admission Office. Under no circumstances should an applicant give up a position, purchase transportation, or make any definite plans to depart for Jacksonville until the applicant has been officially approved for admission. If any person comes to the campus without first receiving an official letter of admission, he does so entirely at his or her own risk. The student's presence on the campus will not influence the decision of the application for admission.

ACADEMIC YEAR-SEMESTER SYSTEM

Florida Junior College operates on a semester system. In 12-month year there are four terms. Fall (Term I) and Winter (Term II) Terms, each contains 15 weeks of class instruction. Spring (Term III) and Summer (Term IV) Terms, each contains six weeks of instruction. Courses are scheduled in such a way that a student may enter the College at any semester and proceed normally through an appropriate sequence of courses. Semesters begin in August, January, May and June.

Vacations are scheduled throughout the year, and some coincide with celebrations such as Thanksgiving and Christmas.

ENROLLMENT REQUIREMENTS

The international student must be enrolled for a minimum of 12 semester hours for the Fall and Winter Terms (Term I and II) and six semester hours for the Spring and/or Summer Terms (Term III and Term IV).

FINANCIAL ARRANGEMENTS

An international student must be able to finance tuition, books, other school expenses, and travel to and from the United States. Before leaving his or her country, the student should be able to furnish the United States Consul evidence of possessing approximately $8,000 U.S. currency available for each of the academic years that the student's education will require. This amount does not include allowance for travel expenses.

In nearly all cases, the College does not award financial assistance to international students.

Payment of tuition, fees, etc. is required at registration for each of the semesters. You should be familiar with the regulations of your government about sending money to you in the United States and make arrangements to have the necessary funds available at the designated times. All checks should be made payable to Florida Junior College. Questions about financial payments should be addressed to the Fiscal Office, Florida Junior College, 210 North Main Street, Jacksonville, Florida 32202.

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APPENDIX H

FOREIGN COUNTRIES

Afghanistan
Algeria
Angola
Antigua
Argentia
Australia
Austria

Bahamas
Bahrain
Bangladesh
Barbados
Belgium
Belize
Bermuda
Boliva
Botswana
Brazil
Burma

Cambodia
Cameroon
Canada
Cape Verde
Chad
Chile
China, People's Rep.
Colombia
Costa Rica
Cuba
Cuprus
Czechoslovakia

Denmark
Dominican Republic

Ecuador
Egypt
El Salvador
Ethiopia

Fiji
Finland
France
French Polynesia

Gambia
Germany, Fed. Rep.
Ghana
Greece
Grenada
Guatemala
Guyana

Haiti
Honduras
Hong Kong
Hungary

Iceland
India
Indonesia
Iran
Iraq
Ireland
Israel
Italy
Ivory Coast

Jamaica
Japan
Jordan

Kenya
Korea, Rep. of
Kuwait

Laos
Lebanon
Lesotho
Liberia
Libya
Luxembourg

Macao
Madagascar
Malawi
Malaysia
Mali
Mauitius
Mexico
Morocco

Nepal
Netherlands
Netherlands Antilles
New Zealand
Nicaragua
Nigeria
Norway

Oman

Pacific Islands
  Trust Territory
Pakistan
Panama
Paraguay
Peru
Philippines
Poland
Portugal

Qatar

Romania

Saudi Arabia
Senegal
Sierra Leone
Singapore
Somalia
South Africa
Spain
Sri Lanka
Sudan
Surinam
Swaziland
Sweden
Switzerland
Syria

Taiwan
Tanzania
Thailand
Togo
Trinidad and Tobago
Tunisia
Turkey

Uganda
U.S.S.R.
United Arab Emirates
United Kingdom
Uruguay

Venezuela
Vietnam
Western Samoa

Yemen Arab Republic
Yugoslavia

Zaire
Zambia
Zimbabwe

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024
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